

School-wide Enrichment Model

Joseph Renzulli

Type I Enrichment consists of general exploratory experiences such as guest speakers, field trips, demonstrations, interest centers, and the use of audiovisual materials designed to expose students to new and exciting topics, ideas, and fields of knowledge not ordinarily covered in the regular curriculum.

Type II Enrichment includes instructional methods and materials purposefully designed to promote the development of thinking, feeling, research, communication, and methodological processes. Type II training, usually carried out both in classrooms and in enrichment programs, includes the development of (a) creative thinking and problem solving, critical thinking, and affective processes; (b) a wide variety of specific learning-how-to-learn skills; (c) skills in the appropriate use of advanced-level reference materials; and (d) written, oral, and visual communication skills.

Type III Enrichment is the most advanced level in the Enrichment Triad Model. Although Types I and II Enrichment and curriculum compacting should be provided on a regular basis to talent pool students, the ability to revolve into Type III Enrichment depends on an individual's interests, motivation, and desire to pursue advanced level study. Type III Enrichment is defined as investigative activities and artistic productions in which the learner assumes the role of a first-hand inquirer thinking, feeling, and acting like a practicing professional, with involvement pursued at as advanced or professional level as possible given the student's level of development and age. The most important feature of the model is the "flow" or connection among the experiences. Each type of enrichment is viewed as a component part of a holistic process that blends present or newly developed interests (Type I) and advanced level thinking and research skills (Type II) with application situations based on the *modus operandi* of the first-hand inquirer (Type III).